



The Child as Musician: A handbook of musical development

From Oxford University Press

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The Child as Musician: A handbook of musical development From Oxford University Press

The new edition of *The Child as Musician: A Handbook of Musical Development* celebrates the richness and diversity of the many different ways in which children can engage in and interact with music. It presents theory - both cutting edge and classic - in an accessible way for readers by surveying research concerned with the development and acquisition of musical skills. The focus is on musical development from conception to late adolescences, although the bulk of the coverage concentrates on the period when children are able to begin formal music instruction (from around age 3) until the final year of formal schooling (around age 18).

There are many conceptions of how musical development might take place, just as there are for other disciplines and areas of human potential. Consequently, the publication highlights the diversity in current literature dealing with how we think about and conceptualise children's musical development. Each of the authors has searched for a better and more effective way to explain in their own words and according to their own perspective, the remarkable ways in which children engage with music.

In the field of educational psychology there are a number of publications that survey the issues surrounding child and adolescent development. Some of the more innovative present research and theories, and their educational implications, in a style that stresses the fundamental interplay among the biological, environmental, social and cultural influences at each stage of a child's development. Until now, no similar overview has existed for child and adolescent development in the field of music. *The Child as Musician* addresses this imbalance, and is essential for those in the fields of child development, music education, and music cognition.



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Editorial Review

Review

"This timely, fascinating and thought-provoking set of essays, says editor Gary McPherson, sets out to 'celebrate the richness and diversity of the many different ways in which children can engage in and interact with music.' It succeeds magnificently, but provides more it is a book that can be heartily recommended to anyone involved in music making and education, and - not least - to every parent." --Music Teacher Feb 2007

About the Author

Gary E. McPherson, *Melbourne Conservatorium of Music, University of Melbourne, Australia, Ormond Professor and Director*

Gary E. McPherson is the Ormond Professor and Director of the Melbourne Conservatorium of Music at the University of Melbourne. He has served as National President of the Australian Society for Music Education and President of the International Society for Music Education. His research interests are broad and his approach interdisciplinary. His most important research examines the acquisition and development of musical competence, and motivation to engage and participate in music from novice to expert levels. With a particular interest in the acquisition of visual, aural and creative performance skills, he has attempted to understand more precisely how music students become sufficiently motivated and self-regulated to achieve at the highest level.

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